DOCUMENT RESUME

ED 431 234 EA 029 882

AUTHOR	Hanle, Robert C.
TITLE	Setting New Standards, Reaching New Heights: A Report by the Governor's Advisory Task Force on Education and Learning.
INSTITUTION	Wisconsin Governor's Office, Madison.; Wisconsin Academy of Sciences, Arts and Letters, Madison.
PUB DATE	1997-03-00
NOTE	35p.
AVAILABLE FROM	"Setting New Standards, Reaching New Heights," Office of the Governor, P.O. Box 7863, Madison, WI 53707.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Standards; *Blue Ribbon Commissions; Educational Change; Educational Policy; Elementary Secondary Education; Excellence in Education; Policy Formation; *State Standards; *Statewide Planning
IDENTIFIERS	*Wisconsin

ABSTRACT

This report presents the findings of a governor's task force charged with developing the mission and direction of education in Wisconsin. The document provides the background behind the formation of the task force and the role of education in the state's economy. It relates how education represents the state's largest expenditure and describes the lack of high expectations for students. It discusses the controversy surrounding state standards, concerns about state standards and testing, state standards in core subjects, standards and assessment development, and the task force's recommendations on standards. The report then outlines the standards themselves, and their importance in helping students attain a higher level of knowledge and skills. Standards are only as strong as the system measuring their achievement and the public acceptance of standards and of assessment. The report profiles strategies for public engagement and offers suggestions for professional development, stating that standards and assessment must be employed to improve student performance. It outlines ways to help students with disabilities and suggests that all students be included in statewide assessments. Various recommendations on public engagement, on professional development, and on assessment participation are featured, along with a glossary of key terms. (RJM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

ED 431 234

Setting New Standards

Reaching New Heights

A Report by the Governor's Advisory Task Force on Education and Learning

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
W. Steiger
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

EA 029 882

Wisconsin Academy of Sciences, Arts and Letters
Madison, Wisconsin
March 1997

BEST COPY AVAILABLE

Setting New Standards Reaching New Heights

A Report by the Governor's Advisory Task Force on Education and Learning

Wisconsin Academy of Sciences, Arts and Letters
Madison, Wisconsin
March 1997

TOMMY G. THOMPSON

Governor
State of Wisconsin

March 5, 1997

To Members of the Governor's Advisory
Taskforce on Education and Learning:

It is my distinct pleasure to accept from you the final report of the Governor's Advisory Taskforce on Education and Learning. This report will shed significant light on the role of our educational institutions and our responsibility to ensure our students gain the knowledge to succeed in an ever changing global society.

Wisconsin's educational institutions are among the best in the country and our student achievement is nothing short of outstanding. We must strive not only to maintain that standard of excellence, but to attain the highest level possible. Students in the twenty-first century will have demands placed on them that we can only imagine, but we can and must prepare them to meet those challenges. Much is dependent upon the success of our youth. We must show them the way to a better and brighter future.

The challenge facing education today, whether in Wisconsin or any state, is to help students learn at higher levels than ever before. Standards reform is based upon the premise that all children can learn at higher levels if those levels are clearly defined. We must require rigorous academic standards in core curriculum areas so our children are faced with higher academic challenges; challenges I am confident students can and will meet.

As a longtime proponent of education reform, Carl Weigell's unfortunate passing leaves a void in Wisconsin's educational reform movement. His dedication and commitment to ensuring Wisconsin's students receive the best educational opportunities available is reflected in this report and will long be remembered. This report will affect the roads we travel on our journey to improve the international competitiveness of our students, employees and ultimately our economy. That is why your work, under the inspirational leadership of Mr. Carl Weigell, is so important.

Once again, on behalf of the state of Wisconsin, I accept your report and thank you for your immense effort on behalf of our children.

Sincerely,

Tommy G. Thompson

TOMMY G. THOMPSON
Governor

Room 115 East, State Capitol, P.O. Box 7863, Madison, Wisconsin 53707 • (608) 266-1212 • FAX (608) 267-8983

CONTENTS

Executive Summary 1

Overview
- Recent History 3
- Public Education is Big Business 5
- Public Education is the Largest State Expenditure 6
- High Expectations for Students are Absent 6
- State Standards Have Been Controversial 7
- Concerns About State Standards and Testing Can Be Addressed 8
- State Standards in Core Subjects 9
- Standards and Assessment Development 9
- Task Force Recommendations Reflect Ten Points 10

Standards
- Tomorrow's Workforce Will Need a Higher Level of Knowledge and Skills 11
- A Key to Acquiring Knowledge and Skills is Specifying Expectations
  - Content Standards 11
  - Performance Standards 13
- *Recommendations on Content and Performance Standards* 14
  - Public Acceptance of Standards 15

Assessment
- Standards are Only as Strong as the System Measuring Their Achievement 16
  - Public Acceptance of Assessment 17
- *Recommendations on Assessment* 18
  - Public Engagement 19
- *Recommendations on Public Engagement* 20

Professional Development
- Standards and Assessment Must Be Employed to Improve Student Performance 21
- *Recommendations on Professional Development* 21

Students With Disabilities
- All Students Should be Included in Statewide Assessment 22
- *Recommendations on Assessment Participation* 23

Glossary of Key Terms 24

Executive Order #271; Relating to the Creation of the Governor's Advisory 25

Governor's Advisory Task Force on Education and Learning 26

Governor's Advisory Task Force on Education and Learning Subcommittees
- Standards and Assessment 27
- Governance 27
- Stakeholders 27
- Professional Development 27
- Special Needs 27

Carl Weigell Commemoration 28

Guest Speakers 29

Executive Summary

Setting New Standards Reaching New Heights

A Report by the Governor's Advisory Task Force on Education and Learning

In January 1996, Governor Tommy G. Thompson created the Advisory Task Force on Education and Learning. In his charge to the Task Force, Governor Thompson challenged the 18 members to "develop the mission and direction of education in the State to ensure that the children of Wisconsin are properly prepared for the 21st Century."

After extensive exploration of education in Wisconsin and considerable discussion and debate, the Task Force concluded that the mission and direction of education can best be addressed through the development of both (1) a comprehensive set of rigorous state educational standards which focus on the core academic mission of Wisconsin's schools and stand as a model and framework for them and (2) an assessment system that challenges both the students and the schools to meet those standards. The Task Force adopted a vision statement to reflect this mission and direction.

A series of full Task Force meetings and subcommittee meetings to debate specific standards and assessment issues followed approval of the

Vision Statement

The Governor's Advisory Task Force on Education and Learning recommends the establishment of academic standards and assessment guaranteeing high school graduates will have the knowledge and skills to succeed. The Task Force recommends a structure and policies that hold our schools accountable and encourage our students to meet and exceed high standards of academic achievement.

vision statement. These meetings included presentations from educational experts as well as discussions among Task Force members. The process resulted in five sets of Task Force recommendations which are intended to stimulate statewide discussion on standards and assessment.

The Task Force became aware that while clear standards and an appropriate testing program are necessary to improve academic performance, they will not succeed in a vacuum. The Wisconsin public educational system must continue to work to improve the educational program across all school districts. The testing program within school districts must give students an opportunity to assess their academic strengths and weaknesses, and the curriculum should be designed to enable students to focus on areas that need improvement.

SUMMARY

1. Wisconsin should have easily understood, but rigorous, model content (What should students know?) and performance (What should students be able to do?) standards for grades 4 and 8, and for graduation in the core subject areas of mathematics, science, reading and writing, and some version of social studies/history.
2. Wisconsin should create a state level Standards and Assessment Commission to establish content and performance standards that are models for school districts and recommend an assessment system to measure student achievement of content and performance standards.
3. Local school districts should be encouraged either to develop their own standards, which meet or exceed the state standards, or to adopt the state standards.
4. Student achievement should be assessed under a state and local testing system.
5. All students should participate in statewide assessments and be provided with accommodations or alternative assessments when necessary.
6. Wisconsin should undertake a statewide public engagement process which directly involves stakeholders in education—including parents, employers, educators, and other taxpayers—for their comments on the proposed new standards and new state testing system.
7. Professional development should be based, in part, on state standards, and should provide teachers the time to modify instruction based on the results of state assessments.

OVERVIEW

RECENT HISTORY

Since the publication of **A Nation at Risk** in 1983, improving the quality of elementary and secondary education in the United States has been a significant part of the nation's public policy agenda. The report's conclusion that "the educational foundations of our society are presently being eroded by a rising tide of mediocrity" encouraged many states, including Wisconsin, to establish blue ribbon commissions to comprehensively review their own educational systems. These efforts received an additional boost in 1989 when President Bush convened an unprecedented summit of the nation's governors to discuss the status of education. The summit produced six national educational goals (two more goals were added later) to be achieved by the year 2000. Three of the final eight goals directly relate to the mastery by students of challenging subject matter.

While debate continues over whether students graduating from high school in the 1990s lag behind or surpass the academic achievement of graduates in previous decades, there is general agreement that the academic skills required to succeed in today's economy have changed dramatically. The time is past when hard work alone is sufficient for entry into the work force. To advance in today's knowledge-based job market requires core academic skills, the ability to apply knowledge to solve problems, and the flexibility to adapt to a rapidly changing workplace. Despite a desire to work hard, an individual who lacks the requisite knowledge and skills or the opportunity to acquire them will likely face a lifetime of low wage jobs.

Governor Thompson has long recognized the challenges facing education in a rapidly changing economy. In 1989, he appointed the **Commission on Schools for the 21st Century** (CSC) to develop a blueprint to improve the educational system, thereby enhancing the international competitiveness of Wisconsin students. The Commission's report issued in 1990 provided a number of ideas to improve the quality of education but, above all, stressed the importance of results over process. What ultimately matters is what students know and are able to do, not how many hours they spend in school, which textbooks they use, or where their teachers attended college.

This theme was again stressed when the Governor appointed the **Commission for a Quality Workforce** in 1990. While this new Commission's attention was primarily on technical education, it reiterated the theme of the CSC, recommending that the elementary and secondary school system focus on developing student competencies and performance assessments.

In 1991, the Governor issued his first annual school report card, providing a basis for evaluating the performance of Wisconsin schools. In 1993–94, the state began administering annual standardized tests in grades 8 and 10 (expanded to include grade 4 in 1995–96).

As 1995–96 chair of the National Governor's Association, Governor Thompson, along with Louis V. Gerstner, chairman of the board of IBM, brought the nation's governors and business leaders together for another historic education summit. Again, the participants stressed the importance of standards and assessment. The final policy statement of the summit

GOALS 2000 — NATIONAL EDUCATIONAL GOALS

- STUDENT READINESS— By the year 2000, all children in America will start school ready to learn.
- SCHOOL COMPLETION— By the year 2000, the high school graduation rate will increase to at least 90 percent.
- STUDENT ACHIEVEMENT AND CITIZENSHIP— By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
- TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT— By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- MATHEMATICS AND SCIENCE— By the year 2000, United States students will be among the first in the world in mathematics and science achievement.
- ADULT LITERACY AND LIFELONG LEARNING— By the year 2000, adult Americans will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS— By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- PARENTAL PARTICIPATION— By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

reads, "We believe that efforts to set clear, common, state and/or community-based academic standards for students in a given school district or state are necessary to improve student performance. Academic standards clearly define what students should know and be able to do at certain points in their schooling to be considered proficient in specific academic areas. We believe that states and communities can benefit from working together to tap into the nation's best thinking on standards and assessments."

Recently, the Wisconsin Department of Public Instruction (DPI) initiated a process to develop state standards in 12 subject areas. The process has involved the preparation of draft standards by DPI staff for discussion at regional public hearings.

All of these efforts have focused attention on academic accountability and student performance. However, there continues to be a lack of consensus on specifically what students should know and be able to do; how to measure performance beyond administering traditional, short answer tests; and who (state government or school districts) should be responsible for making these decisions.

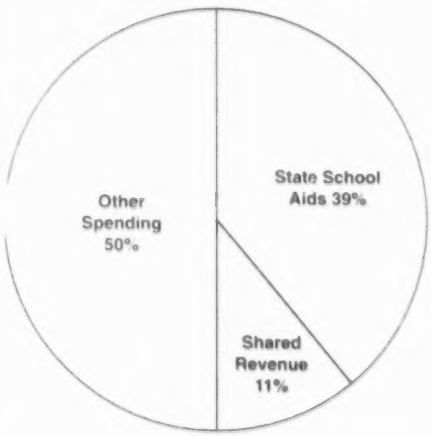
Public Education is Big Business

Wisconsin will spend about $6.5 billion in state, local, and federal tax dollars during the 1996–97 school year to serve almost 900,000 students, or $7,200 per student. The typical Wisconsin family of four will pay approximately $5,100 in state and local taxes in 1997 to support the K–12 school system. Next to a mortgage or rent payment, this is probably the single largest expenditure in the average family's budget.

Public Education is the Largest State Expenditure

With the increase in the state's share of school costs from 50% to 66% in 1996–97, approximately 40% of all state income and sales tax dollars and a slightly higher percentage of local tax dollars will be spent on public elementary and secondary education. The next largest expenditure of state income and sales tax dollars is the Shared Revenue Program which accounts for 11% of state spending.

STATE SPENDING 1996–97



Wisconsin's 900,000 students attend more than 2,000 schools administered by 426 school districts, each with its own elected board. Educational services are provided by approximately 90,000 staff, including 60,000 licensed teachers. The average Wisconsin school district enrolls about 1,100 students, but districts vary in size from less than 75 students in the Linn J4 school district to 100,000 in the Milwaukee school district. The average district spends approximately 60% of its budget on instruction; 25% on building maintenance, pupil transportation, and administration; and 10% on support services such as counseling, extracurricular activities, staff development, and libraries.

High Expectations for Students Are Absent

There is no state requirement for what students should know in order to receive a high school diploma, other than that they be provided an instructional program that gives them the opportunity to learn a broad range of material. Specific standards for what Wisconsin students should know do not exist. Instead, current Wisconsin educational standards focus almost exclusively on what are termed "inputs." Inputs include requirements for (1) the length of the school year, (2) number of hours of instruction, (3) number of credits for graduation, and (4) teacher and administrator certification. Policymakers and the public have generally assumed that if all identified educational inputs are mandated and in place, student learning will necessarily occur.

However, over the last decade, there has been increasing concern that simply putting educational resources in place without having formal standards for what the system should produce has not worked. The perception is that informal expectations for what students should know have either

gradually eroded or, at the very least, not kept pace with the increasing demands of a knowledge-based economy.

Given the importance of the mission of education and the public cost, it is reasonable to expect schools to have specific standards for what students should know and be able to do.

With the adoption of specific standards, the expectation that students should be able to read, write, and compute proficiently by the time they graduate would not be controversial. There would be little argument that knowledge of United States history and democratic principles should be prerequisites of graduation. The public would, no doubt, demand change if a school district resisted providing instruction in these areas or was widely perceived to fail in its efforts to impart such knowledge and skills to most of its students.

State Standards Have Been Controversial

Despite the public's general acceptance of standards, previous attempts to establish specific standards have failed. Many elected officials and citizens who agree that competence in the "three Rs" should be required for graduation have opposed attempts to adopt state standards. A segment of the public believes that state standards and assessment do not make schools more accountable, but rather pose a threat to local and parental control or water down academic expectations.

The inability to win public approval of educational standards could easily be attributed to the public's failure to understand their importance, but resistance to standards is much more likely the result of a lack of meaningful public involvement in the standards development process. The tendency of policymakers has been to invent standards that do not focus on the core instructional mission of schools. Too often state standards are broad and unmeasureable goals such as acquiring the capacity for lifelong learning, respecting cultural diversity, and working well in groups.

While these goals are laudable, they are often perceived as too vague, not directly related to the schools' primary mission to transmit academic knowledge, an encroachment on family responsibilities, or an attempt to minimize the schools' accountability for poor academic performance. The challenge for policymakers is to address these concerns by a meaningful engagement of the public in developing standards.

Above all, education is and must remain a service to society as a whole. Parents, employers, and educators at all levels must be major partners in developing standards.

Educators have a critical role in the standards development process and must be involved from the outset. Educators are needed to ensure that standards are rigorous and appropriate to the age of students and to identify the resources and strategies necessary to meet the standards.

Given the importance of the mission of education and the public cost, it is reasonable to expect schools to have specific standards for what students should know and be able to do.

Concerns About State Standards and Testing Can Be Addressed

The Task Force recognizes that the development and implementation of state standards and assessment, especially performance-based tests, continues to cause concerns. The Task Force acknowledges that the scoring of performance-based tests requires more judgment than machine-scored, national standardized tests. These concerns make it critical that the development and implementation of standards and a testing program be an open process that includes broad public exposure. Although technical expertise is required to guarantee that assessment instruments are unbiased and accurately measure student achievement, the public must participate in the development of the standards and be in agreement with the standards.

While recognizing the opinion held by some that state standards and testing are unnecessary and arbitrary, the Task Force concludes that with strong public involvement and a well-structured development process, concerns can be addressed.

Above all, the Task Force recognizes that it is reasonable, and in the interest of the state's citizens, to expect all students graduating from Wisconsin's public high schools to be able to read, write, and compute with proficiency.

Similar to obtaining a driver's license, which requires testing both knowledge of the rules of the road and actual driving ability, measuring academic achievement requires a balance between short-answer questions and demonstrations of actual reading, writing, and mathematics performance.

Although scoring performance-based tests generally cannot be done by machine, valid and reliable results can be obtained. Securing test reliability (consistency in scoring) and validity (accuracy of test in measuring what is intended) is a legitimate issue for both short-answer and performance-based

tests. However, thoughtful development of tests and, in the case of performance-based assessment, proper training of human raters minimizes reliability and validity problems. Ongoing review of the performance of raters also safeguards the accuracy of assessment scoring.

In the final analysis, the Task Force concludes that the importance of measuring students' ability to apply knowledge to actual tasks outweighs the questions about the role judgment plays in scoring.

State Standards in Core Subjects

The Task Force concludes that in the core subject areas—reading and writing, mathematics, science, and social studies/history—it is reasonable to have state standards and tests. The knowledge students require in these areas by the time they graduate should not vary significantly by school district. This does not mean that school districts should be precluded from adding their own standards and assessments. On the contrary, school districts should be encouraged to expand on the state standards to reflect local expectations. State standards and assessment can only focus on student competency in the core learning areas. A major part of a student's educational endeavor will be devoted to developing abilities in areas for which neither state standards nor assessment exist. The state standards and assessment program cannot provide day-to-day measures of progress or address every component of the curriculum.

The Task Force concludes that for students to succeed in an economy increasingly based on technology, knowledge rather than physical strength will be the currency of future employment. The number of jobs not requiring strong reading, writing, quantitative, and analytical skills is dwindling. To ensure that students leave school with these skills requires defining what these skills are and periodically measuring whether students are acquiring them.

Standards and Assessment Development

The Task Force concludes that the process of developing standards and an assessment system should adhere to the following:

- Standards and assessments should focus on core academic areas.
- Leadership for engaging the public in standards and assessment development should be provided by a commission which reflects the broader society, including employers, employees, and parents.
- Educators should provide professional expertise in developing standards.
- As draft standards and assessments are developed, they should be subjected to a broad public engagement process.
- Assessments should demonstrate their validity and reliability in a trial period before any stakes are attached to them.

Once standards and an assessment program are accepted by the public and implemented, continuation of the current state "inputs" should be reviewed. The state's primary interest in public education

While the current Wisconsin public educational system is one of the best in the country, the emerging computer-driven, knowledge-based economy of the 21st century will require individuals to master more advanced forms of knowledge, understand difficult issues, and solve complex problems.

should be in the high performance of students, not in the educational process.

Task Force Recommendations Reflect Ten Points

The specific Task Force recommendations reflect agreement on ten basic points:

1. Wisconsin should have rigorous content and performance standards.
2. A thoughtful, comprehensive process for engaging the public in developing and adopting a set of Wisconsin content and performance standards and student testing mechanisms is absolutely essential.
3. Content standards should be in the academic subjects of mathematics, science, reading and writing, and some version of social studies/history.
4. These standards should be conceived as a common core, but not a full-breadth curriculum.
5. The standards should be written in straight forward, clear language that is easily understood by the public. Student performance standards should reflect a new high minimum for all students, not a ceiling.
6. Student achievement with respect to the standards should be assessed in a state testing system that would include both state and local testing elements, with a combination of testing approaches including multiple choice, extended multiple choice, short answer, and performance tasks. If used, portfolios would be developed locally.
7. The content and performance standards, and any testing system, should reflect the highest professional standards and meet rigorous standards of quality.
8. Standards and assessment should receive broad public support to help ensure full implementation.
9. Standards and assessment should be viewed as organic and evolving over the long term, and should be updated and improved periodically.
10. In order for standards and assessment to have their desired effect—education of all students at or above the standards— the overall Wisconsin educational system must provide an adequate base program across all districts (adequate defined as sufficient to teach the average student to meet the standards) and provide extra resources for some students, generally students from low income backgrounds, who need extra help to meet or exceed the standards.

The substance of this report follows in the form of the Task Force's five sets of recommendations with further background and rationale.

STANDARDS

TOMORROW'S WORKFORCE WILL NEED A HIGHER LEVEL OF KNOWLEDGE AND SKILLS

While the current Wisconsin public educational system is one of the best in the country, the emerging computer-driven, knowledge-based economy of the 21st century will require individuals to master more advanced forms of knowledge, understand difficult issues, and solve complex problems. As Wisconsin seeks to prepare its educational system for the next century, unlike many states, it starts from a position of strength.

The Task Force should be understood to be urging the state "not to rest on its laurels," but to guarantee that the high quality of the system increases and that Wisconsin remains an educational leader into the next century.

New standards and measures for achievement are necessary, though not sufficient, for moving students to higher levels of performance. New standards should provide a vision of achievement while the testing of students against those standards should show over time the degree to which the system—and the students within it—are moving toward attainment of the new standards.

The Task Force recognizes that new needs will be created by a new public educational system if Wisconsin students are to learn at higher levels. However, before those needs can be identified, it is necessary to ascertain what Wisconsin citizens want students to know and be able to do and to invent a mechanism to measure whether the agreed upon knowledge and skills are being learned.

A KEY TO ACQUIRING KNOWLEDGE AND SKILLS IS SPECIFYING EXPECTATIONS

Content Standards

Content standards specify what students should know. They provide guidelines for what should be

taught, reinforce good teaching practices, and enhance the rigor of the curriculum.

The Task Force considered most of the national standards, including the New Standards Project (NSP), that have been developed in mathematics, science, language arts, social studies, history, geography, civics, fine arts, and foreign languages. The Task Force also reviewed draft standards currently being developed by the Wisconsin Department of Public Instruction which were based, in part, on the work of the NSP. In addition, standards from several states were reviewed, including those from California, Delaware, and Virginia. Standards from Victoria in Australia were also reviewed as well as reports on standards from several European countries. Finally, the Task Force gathered standards that have been developed by Wisconsin school districts, including those from Madison, Milwaukee, and Franklin.

There are numerous approaches to developing standards and a testing program. The national standards tend to be highly specific and extend across the curriculum. Most school districts would find it difficult to fully adopt them. Although national standards can be used as guidelines to the nature of a content area, states need a parsimonious set of content standards—a set of standards that make hard choices about the most important content to be taught in the core subject areas.

The national standards also tend to understate the importance of the basic skills. Yet basic skills are as important as technical skills, and the public has clearly indicated a desire that students possess both. Therefore, state standards should be clear that both basic and advanced knowledge and skills are important.

The Task Force considered whether state standards should apply to each grade level, or to selected grade levels such as grades 4, 8, and 12. Many states have adopted standards at a few grade levels in order to allow school districts flexibility. Other states have adopted standards for each grade level responding, in part, to requests from their school districts.

Standards should be established at the state, school district, and individual school levels. Each level needs to take an active role in establishing standards. The state should provide clear directions for the educational system by developing or adopting content standards as guidelines. The standards should be specific to the grade levels where state testing occurs. School districts may need to further specify these standards. They may also need to develop standards for each grade level, and depending on district policy, a curriculum in alignment with these standards. Individual schools may need to provide further specificity to these standards.

State standards provide assurance to parents that basic academic expectations will be similar throughout the state.

After review, the Task Force concludes that the draft standards under development by the Wisconsin Department of Public Instruction may provide a useful starting point for further engaging the public in the development of standards for Wisconsin.

The Task Force notes that use of existing standards as a starting point is by no means an endorsement of those standards. However, having a document to react to and modify may well accelerate the

development process for state standards.

Content standards designed as models should be clearly and succinctly expressed addressing both basic and advanced knowledge. They should reflect decisions about what is most important in mathematics, science, reading and writing, and history/social studies. They should be specific regarding what is to be learned in the these core subjects. They should provide standards at key points in learning, namely, at grades 4, 8, and 12.

The Task Force's subcommittee devoted exclusively to standards and assessment concludes that the model standards developed by NSP generally reflect these specifications. NSP employed a consortium of states and school districts that enroll approximately 50% of all public school students in the country; they included the states of California, Delaware, Iowa, Maine, Missouri, Vermont, and Texas, and the cities of Fort Worth, New York City, Pittsburgh, and San Diego, among others.

Wisconsin's content standards should include what is best in the content standards that have already been developed by (1) Wisconsin school districts, (2) other states such as Virginia and Delaware, and (3) such organizations as the Hudson Institute which have developed highly specific content standards for individual schools.

Performance Standards

Performance standards specify what students should be able to do. They provide a measure of competence in the skills necessary to acquire knowledge. Therefore, performance standards should be linked to content standards. To improve the educational system and to encourage students to become more sophisticated learners, performance standards need to be ambitious.

Using a swimming analogy from the Olympic Games, if content standards specify the different types of dives an Olympian will be taught, performance standards indicate the level of performance sought for each dive. Performance standards should not be set at a level 10. Not everyone can achieve perfection. However, everyone can learn how to dive. Through practice, everyone may be able to learn to dive well.

Rigorous performance standards are a signal to students that they must exert considerable effort to satisfy the high expectations that schools have for them. Students will recognize the need for persistence in learning. As a result, academic accomplishment will be highly valued. "Doing one's best" will become the norm.

Performance standards signal to schools that part of their core mission is to help students achieve at increasingly higher levels. Rigorous performance standards will exhort schools to devote sufficent time to learning in order that all children meet or exceed proficiency levels.

Performance standards should allow students to know at the outset what is expected of them. They can help make content standards meaningful to students by showing them how different levels of performance affect the acquisition of knowledge.

Performance standards have received consideration throughout the nation, but few states have developed performance standards linked to content standards. Indeed, the only such performance standards assessed by the Task Force

Performance standards signal to schools that part of their core mission is to help students achieve at increasingly higher levels.

Recommendations on Content and Performance Standards

Based on its review of the role content and performance standards can play in improving the achievement levels of students, the Task Force recommends that Wisconsin:

1. Establish a Standards and Assessment Commission, jointly appointed by the governor and state superintendent and composed primarily of members representing major stakeholders outside the education community (the general public, parents, and the business community) to direct the development of, and provide continuing oversight over, model content and performance standards and a statewide assessment program.

2. Include the best Wisconsin curriculum and testing experts to provide ongoing assistance to the Commission as it develops content and performance standards.

3. Under the direction of the Commission, develop through both a professional and a public engagement process a set of Wisconsin-specific curriculum content and performance standards in mathematics, science, reading and writing, and social studies/history for grades 4 and 8 and for graduation.

4. Encourage school districts to adopt content and performance standards in the core subject areas that meet or surpass the model standards.

5. As a service to school districts, identify grade-to-grade content standards that could serve as models for voluntary use by districts and schools. Since much work already has been conducted around the country on standards development, standards in other states, such as Virginia, that have grade-to-grade detail could be considered, if not tailored, to the Wisconsin context. In addition, grade-to-grade standards that leading Wisconsin districts, such Franklin, Madison, Milwaukee, and Sheboygan, have developed may also serve as models.

6. As a service to school districts, identify alternative school-based standards that could serve as models for voluntary use at a school site level. Again, the standards that have been developed by the Hudson Institute for the Modern Red School House design or by Bolt, Bernack and Newmann for the Co-NECT school design are examples of school-based standards that could be tailored to the Wisconsin context.

7. Monitor the emergence of performance standards, including performance standards for other grades, developed by other states and by Wisconsin districts. These could be used by Wisconsin districts to add detail to the state performance standards. The goal would be for the state to broker work created elsewhere — including Wisconsin school districts — thus serving as a clearinghouse of valuable standards data for local districts seeking to enhance Wisconsin model standards for grades 4 and 8 and for graduation in mathematics, science, reading and writing, and social studies/history.

were those developed by the NSP, which the Task Force concluded could serve as a model. The NSP standards have five levels of performance: achieved the standard with honors, achieved the standard, nearly achieved the standard, achieved below the standard, little evidence of achievement to the standard.

The Task Force concluded that performance standards are as important as content standards. The NSP performance standards are the best available in the country. They are specifically linked to the NSP content standards and would need to be tailored to the Wisconsin educational system.

Public Acceptance of Standards

The development process for new standards must include a thorough and continuous public review. Too often the process has been the responsibility of educators alone. While public review is often sought through public hearings, direct involvement by the public in the process has been limited. Since issues regarding standards have historically been decided at the local level, establishing state standards requires extensive public engagement in the process. In short, Wisconsin needs to be certain that the standards it provides as models not only fit the culture of the state and the demands of its citizens, but the special requirements of local school districts.

To have credibility statewide, content and performance standards—together with a testing system—will need to meet with the approval of both professional and public audiences. Obtaining this professional and public sanction is critically important.

Wisconsin has leading educators at the university and school district levels already at work on standards and testing. The proposed Standards and Assessment Commission should employ this expertise in its effort at the state level. These educators are critical to the task of tailoring standards and testing to the Wisconsin educational system.

To maintain its national leadership in education, Wisconsin should also employ expertise from other states and nations. Although the ultimate product needs to be a Wisconsin product, there is much to be gained by seeking the best expertise throughout the nation and the world.

Assessment

Standards are Only as Strong as the System Measuring Their Achievement

At their best, tests measure achievement in relation to content and performance standards. Therefore, Wisconsin also needs a strategy to measure how well the public educational system is doing in achieving the new standards.

Wisconsin currently provides statewide testing in grades 3 (reading only), 4, 8, and 10 (reading and writing, mathematics, science, and social studies). However, the Task Force concludes that the time has arrived when some common measures of performance are needed to show how the Wisconsin educational system is performing at the state, school district, and individual school level. This will provide information to policymakers, school boards, district and individual school leaders, and others for the purpose of public accountability.

In addition, teachers and parents want information on individual children. Therefore, a statewide testing program should provide, at several grade levels, information on the individual child.

By its very nature, statewide testing can only provide a snapshot of student performance. A comprehensive assessment system should include a locally developed component to provide ongoing feedback to teachers so they can improve instruction, identify and address student learning problems, and show the kind of complex work in which students are engaged, as demonstrated in student portfolios. Since such matters are a local responsibility, the Task Force does not include them as recommendations for state action.

The content and performance standards the Task Force is recommending cannot be assessed solely through traditional multiple-choice testing. Therefore, a testing system should include a combination of testing strategies: multiple choice, expanded multiple choice, short answer, writing, and other performance tasks.

Since one goal of the testing program is to provide a benchmark against which schools and teachers can evaluate the impact of curricular reforms, it is important that assessment results be comparable from year to year. Therefore, every effort should be made to annually employ the same set of assessment strategies.

Using multiple testing strategies to create reliable scores for individual students is problematic. Several states are currently struggling with the problem. The Wisconsin Performance Testing Project (WPTP), which concluded in 1995 after three years, was one effort to develop performance-based tests. The Task Force considered recommending that Wisconsin reconstruct the efforts of WPTP, but concludes that such an effort would require too large a financial investment and would take too many years to develop.

Another goal of the testing program is to eventually establish a high, baseline level of performance in the core subject areas that high school students will be expected to achieve in order to graduate. The diploma will become a guarantee that the holder has demonstrated competence in the core subject areas.

The testing program should be designed so that scores reflect a potential range of acceptable student achievement. The scores for school districts should indicate the number of students meeting the baseline level and the district's performance level.

The Task Force concludes that each school district should be encouraged to create its own comprehensive assessment plan, though it makes no specific recommendations. As with the state standards and assessments development process, school boards should create these plans through a process that includes public engagement.

Public Acceptance of Assessment

A statewide testing program requires public support. Missteps have occurred in Wisconsin and other states by not taking the public's role seriously in developing a state testing program. The public school system is funded and governed by Wisconsin citizens. As the Task Force emphasized by recommending that membership on the Standards and Assessment Commission be composed primarily of stakeholders outside the education community, the public needs to be involved in the development and direction of testing measures. Of course, the important role of educators should not be ignored; their technical expertise is essential for the development of workable tests, and their support for standards is critical to the success of a standards-based curriculum.

While the Task Force is not endorsing any particular set of existing standards and assessment program, the process to develop the NSP testing program and its content and performance standards is a good case study for the public's engagement and review. The NSP process produced significant change from the initial conceptions of the standards and testing

The diploma will become a guarantee that the holder has demonstrated competence in the core subject areas.

RECOMMENDATIONS ON ASSESSMENT

With respect to state and local testing, the Task Force recommends that Wisconsin:

1. Have the Standards and Assessment Commission convene a panel of experts to provide advice and technical assistance on the development of a request for proposal (RFP) for a Wisconsin testing system and the evaluation of proposals received in response to it. The RFP should include specifications that the tests developed

   —are aligned with Wisconsin content and performance standards;

   —are valid and reliable;

   —use multiple-choice, constructed responses aligned with performance standards, including enhanced multiple choice and short answer items, and on-demand performance tasks which require students to demonstrate their ability to apply skills and knowledge;

   —provide for the timely return of individual, school, and district reports of results after the delivery of the student tests to the test contractor;

   —provide for the timely return of student responses to constructed responses after receipt of student papers;

   —provide for a process of training teachers throughout the state to be certified as raters for the statewide constructed response items;

   —be administered at three grade levels: grades 4, 8, and several specified adminjstrations during high school to meet graduation standards.

2. Once a valid and reliable testing system, aligned with state standards, is developed for grades 4, 8, and to meet graduation standards, implement the system statewide.

3. By the year 2005, make satisfactory performance on the graduation test a requirement for graduation.

4. To help school districts improve their own assessment practices and increase awareness of the purposes and implementation of statewide performance assessments, encourage CESAs, public and private post-secondary institutions, and other appropriate entities to

   —provide ongoing technical assistance to local schools and districts, in such areas as

   •setting the appropriate testing goals and matching these goals with the right instrument,

   •setting local standards and/or understanding state and national standards,

   •collecting appropriate data and using data to make school and district level decisions,

   •developing cost-benefit analyses and program evaluation reports,

   •understanding and using test results to improve instruction,

   •assisting districts with the development of community education programs to guarantee support for quality assessment practices;

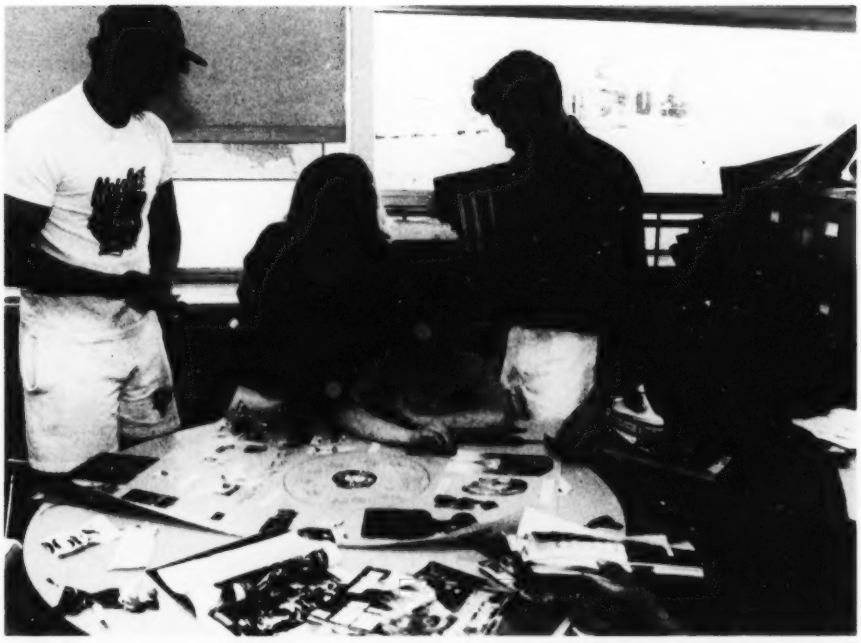
   —conduct workshops on assessment practices;

   —establish and lead a network of practitioners to discuss assessment practices;

   —work with administrative staffs to develop assessment leadership skills;

   —consult with boards to create and adopt appropriate policies to direct and support a comprehensive student assessment program;

   —develop and maintain an assessment resource library.



program to the final product. However, the modification of standards and assessment to the Wisconsin educational system and their ultimate acceptance requires review by Wisconsin citizens.

Public Engagement

The public engagement process and plan could address issues such as:

- What are the purposes of assessment?
- How is the assessment program keyed to the curriculum?
- How are assessment data used at the district and individual school levels to engage in program review and modification and also drive professional development?
- How can the district use assessment data to terminate ineffective programs or to support the creation of new ones?
- How will assessment program results be reported to the board and the public?
- What personnel practices can be used to ensure assessment competence of employees?

At the individual school level, efforts should focus on measurable standards and improved student learning. It is critical that schools move beyond the present focus on process to the establishment of clear, concrete learning goals. This is where the "rubber meets the road." Furthermore, individual schools should establish procedures for using assessment data to improve instruction and develop relevant staff training.

Finally, the establishment of a comprehensive system of standards, assessment, and professional development will occur only in a system that is strongly aligned. The Task Force concludes that CESAs can contribute to this alignment by

Recommendations on Public Engagement

With respect to public engagement, the Task Force recommends that once initial draft standards and assessments are developed, Wisconsin:

1. Under the direction of the Standards and Assessment Commission, create a statewide public engagement process to have the public review the proposed new content and performance standards, and new state testing system. This public engagement process could include the following:
   - —a kickoff joint press conference conducted by the governor and superintendent of public instruction,
   - —meetings with editorial boards to seek media support for the proposed initiatives,
   - —a series of focus groups largely created to identify political and public criticisms of the proposed standards and assessments,
   - —town hall dialogues within each of the CESAs and school districts,
   - —analysis and assessment of all public feedback and modification of all standards and the proposed testing system, as needed,
   - —a statewide conference at which the final standards and testing proposals are reviewed and adopted.
2. Require the Commission to issue annual reports on progress toward developing standards and assessments and, once standards and assessments have been implemented, on student performance.
3. Use professional expertise to help the state design and conduct the public engagement process.
4. Encourage local districts to use the new state standards and testing system in their strategic planning as they develop the local strategies to teach Wisconsin students at a higher level.

linking K–12 schools and school districts with post-secondary institutions. The unique nature of the regionally based CESAs, especially their governance by locally elected school board members, makes them well-suited to contribute to standards and assessment initiatives. CESAs can also provide additional opportunities for local review in the development of standards and assessment.

PROFESSIONAL DEVELOPMENT

Standards and Assessment Must be Employed to Improve Student Performance

New standards and an assessment program must be employed to improve the performance of Wisconsin students. Only through the support of teachers will this occur.

Other necessary elements include high quality teaching, support for high achievement among families and communities, and an instructional program in schools that incorporates the best practices from schools in Wisconsin and other states and countries. Standards and assessment may be key, but will not effectively motivate students to reach the new standards without these other elements.

While widespread public support for standards and assessment is essential, successful implementation requires the commitment of teachers. It is essential for teachers to be both involved in the development process and to understand the links between standards and assessment and their instructional practices for improving student performance.

RECOMMENDATIONS ON PROFESSIONAL DEVELOPMENT

To develop links between teaching, standards, and assessment, the Task Force recommends that Wisconsin:

1. Under the direction of the Standards and Assessment Commission, create a state level process to recommend and assess high standards for continuous professional development and to develop strategies to help ensure equity of access to professional development opportunities. The data used to drive statewide development efforts will come from the recommendations of the Standards and Assessment Commission. This will ensure that state assessment results focus staff development activities.
2. Provide all teachers the professional development necessary to teach the curriculum needed for students to be successful on state tests.
3. Provide professional development time to study state tests, to prepare for the administration of state tests with sample tests, to study the results of the tests, and to modify curriculum and instructional practices based on the results of the state tests.
4. Encourage districts to develop three- to five-year professional development plans based on Wisconsin content and performance standards and individual school district needs with suggestions from all stakeholders.
5. Encourage regional cooperation to coordinate professional development. Because state standards should be part of local district goals and educational needs particular to a multi-district region may be part of district goals, coordination of services on a regional basis may be more efficient. To the extent possible, regional cooperation should involve representatives from providers such as the University of Wisconsin System, Wisconsin technical colleges, independent colleges, private industry councils, WEAC, and CESA.
6. Publicize effective professional development strategies based on the goals of the school districts as well as the common goals of the region, including updates on the progress made toward those goals.
7. Encourage teachers to include state and local content and performance standards in their curriculum development.

Students With Disabilities

All Students Should be Included in Statewide Assessment

The U.S. Department of Education's (USDOE) report to Congress in 1995 on the implementation of the Individuals with Disabilities Education Act (IDEA) stated that "much research and reform activity is occurring in the field of state assessments" for students with disabilities. The report further stated that "there has been noticeable progress in assessing the result of education for students with disabilities . . . and the participation of more students with disabilities in assessment is being developed." Few states have fine-tuned their policies and procedures, but Wisconsin must increase the participation of students with disabilities in a statewide assessment programs and develop policies following national guidelines.

Wisconsin is only beginning to develop policies for the statewide assessment of students with disabilities. The USDOE indicates that 80% of the states and territories have a higher percentage of students with disabilities participating in statewide assessments than Wisconsin.

Given the nature of academic testing of students with disabilities and the current low participation rate, the Task Force based its review on the following assumptions:

All school-age children with disabilities should be included in general state and district-wide assessment programs with appropriate accommodations or alternative assessment programs where necessary.

- Increasing the participation of students with disabilities in assessment programs will likely increase accountability for curriculum and instructional outcomes for those students.
- The state must provide leadership to significantly expand the number of students with disabilities participating in statewide assessment programs.
- Extensive staff development is needed to implement this process.
- A clear need exists to provide information to families regarding this process and solicit their participation regarding these recommendations.
- The effort must be subject to comprehensive evaluation.

The Task Force developed its recommendations on assessment participation in relation to three priorities defined by the National Council for Educational Outcomes: (a) participation, (b) accommodations guidelines, and (c) reporting guidelines.

Recommendations on Assessment Participation

Regarding student *participation* in statewide assessments, the Task Force recommends that Wisconsin:

1. Require all students to participate in statewide assessment programs through one of the following options:
   - — full participation with no accommodation;
   - — full participation with accommodation;
   - — alternative assessment through portfolio review based on the student's curriculum.
2. Designate individuals (e.g., teachers and/or school psychologists) directly knowledgeable about the extent of the student's disability to decide which of the three options listed above is most appropriate.
3. Establish a consistent, state wide formula for determining student participation rates.
4. Explore the concept of partial participation under option 3 above.

Regarding *accommodations*, the Task Force recommends that Wisconsin:

1. Utilize accommodations only when necessary.
2. Prevent accommodations from invalidating test results.
3. Delegate the decision on when and how to provide accommodations at the local school level as part of the designated Individual Education Plan (IEP)/504 Committee process.
4. Publish a list of allowable accommodations along with clear instructions on what is and is not allowable. Consideration should be given to adopting an instrument similar to the Wisconsin State Assessment System (WSAS) Assessment Accommodations Checklist by Elliott and Kratoch, which includes the following groupings:
   - — changes in test administration practices (e.g., motivation and assistance prior to test administration);
   - — setting;
   - — assessment directions;
   - — assistance during assessment;
   - — aids such as special equipment or adaptive technologies;
   - — changes in test format and content;
5. Develop a comprehensive training package utilizing the services of the University of Wisconsin System, CESAs and other technical assistance agencies.

Regarding *reporting guidelines*, the Task Force recommends that Wisconsin:

1. Report test scores categorized by:
   - — the entire population at each tested grade level;
   - — the population at each grade level not receiving accommodations or alternative assessments;
   - — the population receiving accommodations;
   - — the population receiving alternative assessments;
2. Assign students' scores to the school they would normally attend.
3. Write reporting guidelines in user-friendly language.
4. Require each district in the state to submit a report, along with test scores, indicating any accommodations used, whether the "other" category was used and any alternative assessments used.

Recognizing the formative state of policy and program development in the area of academic assessment of students with disabilities, the Task Force recommends that, regarding *evaluation*, Wisconsin:

1. Require the Department of Public Instruction to annually review policies and procedures for inclusion.
2. Conduct a formative evaluation of accommodations utilized.
3. Assess other states' proposals for alternative assessment or portfolio review.
4. Establish a consistent process determining a grade level for all students in school programs.
5. Determine the score comparability and related test validity for each item.
6. Evaluate how Individual Education Plans (IEPs) are used.

Glossary of Key Terms

Content Standards–refer to what students should know relative to a particular academic area.

Performance Standards–refer to how well students demonstrate particular skills.

Assessment–refers to a test designed to collect evidence of what students know in a particular academic area and how well they demonstrate particular skills.

Knowledge and Concepts (K&C) Assessment–refers to multiple choice or short answer tests currently administered statewide to students in the 4th, 8th, and 10th grades in the subject areas of mathematics, science, social studies, reading, and language arts (including a writing assessment).

Performance-Based Assessment–refers to tests in which students demonstrate what they can do with knowledge through actual writing, solving multiple step problems or performing scientific experiments.

Third Grade Reading Test–refers to reading test administered statewide since 1989.

The State of Wisconsin

OFFICE OF THE GOVERNOR

EXECUTIVE ORDER #271

Relating to the Creation of the Governor's Advisory Task Force on Education and Learning

WHEREAS, the education of our children is vital to the economic well-being of the State of Wisconsin; and

WHEREAS, the relationship between schools and the communities they serve must be improved to meet the needs of an ever-changing workplace and provide enhanced learning opportunities for the children of the State of Wisconsin;

NOW, THEREFORE, I, TOMMY G. THOMPSON, Governor of the State of Wisconsin, by the authority vested in me by the Constitution and the laws of this State, and specifically by Section 14.019 of the Wisconsin Statutes, do hereby establish the Governor's Advisory Task Force on Education and Learning. The Task Force shall consist of a chair and such other members as the Governor determines necessary to accomplish the goals established for the Task Force. The purpose of the Governor's Advisory Task Force on Education and Learning shall be to develop the mission and direction of education in the State to ensure that the children of Wisconsin are properly prepared for the 21st Century, by:

1. Identifying which educational functions should be performed by the State, and which educational functions should be performed at the local level through school districts or regional service areas;

2. Evaluating the current use of state resources to determine the best management to assist school districts in providing quality educational opportunities;

3. Identifying the tools which need to be strengthened or utilized to achieve the goal of a greater level of student learning;

4. Submitting an interim and final report to the Governor and the acceptance of the final report shall dissolve the Task Force.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done at the Capitol in the City of Madison this twenty-fourth day of January in the year one thousand nine hundred ninety-six.

TOMMY G. THOMPSON
Governor

By the Governor:

DOUGLAS LA FOLLETTE
Secretary of State

BEST COPY AVAILABLE

GOVERNOR'S ADVISORY TASK FORCE ON EDUCATION AND LEARNING

Chair: Carl Weigell, Chair
Motor Castings Company
1323 South 65th Street
Milwaukee, WI 53214

Allan Odden, Professor
University of Wisconsin–Madison
Madison, WI 53706

Bert Grover, Professor
University of Wisconsin–Green Bay
2420 Nicolet Drive
Green Bay, WI 54311–7001

Marlene Hoffman, Past President
Wisconsin Association of School Boards
2726 Maple Road
Jackson, WI 53037

Jeannette Mitchell, Program Officer
Helen Bader Foundation
777 East Washington Avenue
Milwaukee, WI 53202

Scott McCallum, Lt. Governor
22 East, State Capitol
Madison, WI 53702

Jon Litscher, Secretary
Department of Employment Relations
137 East Wilson Street
Madison, WI 53702

Carol Skornicka, Secretary (former)
Department of Workforce Development
201 East Washington Avenue
Madison, WI 53702

Karl Hertz, Superintendent
Mecquon-Thiensville School District
505 Aeta Loma Drive
Thiensville, WI 53092

Ellen Bice, Teacher
West Salem School District
626 Westwood Drive
Onalaska, WI 54650

Tony Evers, Administrator
Cooperative Educational Service Agency 6
Post Office Box 2568
Oshkosh, WI 54903–2568

Barbara Manthei
Family Literacy Advocate
Office of the Governor
115 East, State Capitol
Madison, WI 53702

Howard Fuller, Professor
Marquette University
Post Office Box 1881
Milwaukee, WI 53201–1881

James Klauser, Secretary (former)
Department of Administration
101 East Wilson Street
Madison, WI 53702

Ed Sontag, Professor
University of Wisconsin–Stevens Point
3233 Dan's Drive
Stevens Point, WI 54481

Allen Schraufnagel, Board
Wisconsin Technical College System
1049 Saddle Ridge
Portage, WI 53901

Margaret Crawford
Harley Davidson Corporation
3700 West Juneau Avenue
Milwaukee, WI 53206

Dwight York, Director (former)
Wisconsin Technical College System
310 Price Place
Madison, WI 53707

Governor's Advisory Task Force on Education and Learning Subcommittees

Standards and Assessment
Chair: Allan Odden
Jon Litscher
Karl Hertz
Scott McCallum
Bert Grover
Ellen Bice
Barbara Manthei
John Benson
Ken Cole
Eve Deubel
Robert Jansa
Charles Lentz
Carl Weigell
Sheryl Miller
Andrew Porter
Rozanne Starks
Miles Turner
Lean Vukmir
Cherly Wilhoyte

Governance
Chair: Tony Evers
Marlene Hoffman
Dwight York
Jon Litscher
Allan Schraufnagel
Bert Grover
Vicky Poole

Stakeholders
Chair: Jeanette Mitchell
Howard Fuller
Karl Hertz
Marlene Hoffman
Carol Skornicka

Professional Development
Chair: Ellen Rice
Barbara Manthei
Ed Sontag
Dwight York
Marlene Pechura
Paul Possini
Ken Kickbush
Dana Nelson
Mike Offernan
Ryan Chapeau
Jim Bartholomew
Peter Burke

Special Needs
Chair: Ed Sontag
Ed Von Feldt
Joan Balliet
Peter Guenther
Lou Brown
Marleen Pugach
Jim Bartholomew
Nisson Bar Lev
Paul Halverson
Linda Kunelius
Nancy Mistele
Linda Beauchamp
John Siegworth

CARL A. WEIGELL

(1931–1997)

At the Integrated Curriculum Conference II held at the Promega Corporation in Madison on June 22–23, 1995.

Carl Weigell, chair of the Governor's Task Force on Education and Learning, was instrumental in bringing educational reform to the forefront in Wisconsin. This report is a hallmark of his endeavor. He faced the challenges of the Task Force as he faced life's challenges, with high optimism and enormous good will. This indomitable spirit uplifted those around him. He believed education should do the same.

— Editor

GUEST SPEAKERS

Denice Denton, Co-Director, National Institute for Science Education and Professor of Computer and Electrical Engineering, University of Wisconsin–Madison

Norm Webb, Senior Scientist, Wisconsin Center for Education Research, University of Wisconsin–Madison

Darwin Kaufman, Director, Office of Educational Accountability, Wisconsin Department of Public Instruction

Andy Porter, Director, Wisconsin Center for Educational Research and Co-Director, National Institute for Science Education, University of Wisconsin–Madison

Lauren Resnick, Director, Learning and Research Development Center, University of Wisconsin–Platteville

John Benson, State Superintendent, Wisconsin Department of Public Instruction

Steve Dold, Deputy State Superintendent, Wisconsin Department of Public Instruction

Ellen Last, Challenging Content Standards Consultant, Wisconsin Department of Public Instruction

John Fortier, Reading/Language Arts Consultant, Wisconsin Department of Public Instruction

Carol Commodore, Director of Assessment, Elmbrook School District, Wisconsin

Dean Bowles, Professor, Educational Administration, University of Wisconsin–Madison

Stephen Elliott, Professor, Wisconsin Center for Educational Research, University of Wisconsin–Madison

Setting New Standards
Reaching New Heights

Published by the Wisconsin Academy of Sciences, Arts and Letters
1922 University Avenue, Madison, Wisconsin 53705–4099

Written by Robert C. Hanle, Department of Administration, State of Wisconsin

Edited by Richard J. Daniels, Wisconsin Academy of Sciences, Arts and Letters

Editorial assistance by Faith B. Miracle and Lynn Hanus, Wisconsin Academy of Sciences, Arts and Letters

Designed by University Publications

Photographs from the Wisconsin Department of Public Instruction

Printed with support from Wisconsin Manufacturers & Commerce, Wisconsin Education Association Council, and others.

For additional copies of this report write:

Setting New Standards: Reaching New Heights
Office of the Governor
P. O. Box 7863
Madison, WI 53707